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ABSTRACT

This document is a guide for incorporating sequenced career education and life planning into the high school curriculum. It is divided into five sections. "Orientation" (ninth grade) includes three sessions designed to continue the exploration process that many students began in eighth grade, leading the students through an assessment of themselves and their career fantasies as they learn about present and future trends. The 10th-grade "Building Your Future" seminar has 10 sessions, which include self-assessment, communication skills, career and postsecondary institution research reports, adult development, life planning, and decision making. "A Passport to My Future" (11th grade), the experiential component, provides a structure that encourages students to visit at least one employer and one postsecondary institution and participate in job shadowing. Students in the program must identify a sponsor who works with them and provides transportation. The 12th-grade "Transitions Seminar" teaches life skills and includes sessions on budgeting, citizenship, wellness, resumes, interviewing skills, and community resources. Each sessions consists of some or all of these components: objective; description; materials required; instructions; homework assignment; references; and handouts. A parents' guide provides the following materials for each student section: overview; goals; homework assignments; and references. (YLB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A HIGH SCHOOL CAREER EDUCATION AND LIFE SKILLS CURRICULUM

Sponsored by:

- The Maine Department of Educational and Cultural Services
- The University of Maine System

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FUTURE BUILDERS CURRICULUM GUIDE

OVERVIEW

GRADE	COMPONENT	CONTENT	HOW DELIVERED	DURATION	AUDIENCE
Ninth Grade	Orientation	Program Goals and Expectations Future Scenarios Self Assessment Life Work Goals Parent Orientation	Project Coordinator Ninth Grade Teacher(s)	One Lesson per Week for Three Weeks	Freshmen Parents/ Guardians
Tenth Grade	Future Builders Seminar	Needs Assessment Self Awareness Effective Communication Assertiveness Group Communication Bias and Stereotyping Decision Making Career Exploration & Entry Level Requirements P.S Ed. & Training Career Biography	Project Tenth Grade Teacher(s) Guidance Counselor	One Lesson per Week for Ten Weeks	Sophomores
Eleventh Grade	Passport to ME. Futures	Visit Maine Post Secondary Schools Visit Maine Business and Industry Site Reports Job Shadowing Gathering Info.	Project Coordinator Guidance Counselor Parents/Guardians Students Local Employers	One Visit to a Maine Post-Secondary Insitution and Business/industry Job Shawdowing	Juniors Parents/ Guardians
Twelfth Grade	Transitions Seminars	Needs Assessment Basic Budgeting Banking Services Wellness Rights & Responsibility of Citizenship Legal Issues Community Resources Time Management Resume Writing Interviewing Problem Solving Conflict resolution Saying Good-bye	Project Coordinator Guidance Counselor Twelfth Grade Teacher(s)	One Lesson per Week for Ten Weeks during the Fall Semester	Seniors
	Parent Guide	Curriculum Overview and Homework Guide Suggestions for Parent/School Involvement	Distributed to Parents/Guardians at Ninth Grade Orientation Session	Parallels the F.B. Curriculum and Directs Involvement	Parents/ Guardians

FUTURE BUILDERS

This curriculum was designed by a group of high school educators. It is their intention that the curriculum serve as a guide to those who wish to incorporate sequenced career education and life planning into their high school curriculum. The curriculum as designed does not require additional staff or expensive resources. All that is required to use the curriculum is a commitment by school administrators, guidance counselors, and teachers to take what is offered and to adapt it to their own unique setting.

The Future Builders curriculum is divided into five sections. These sections are:

Orientation	**Ninth Grade**
Building Your Future Seminar	**Tenth Grade**
A Passport to My Future	**Eleventh Grade**
Transitions Seminar	**Twelfth Grade**
A Guide for Parents, Guardians, and Other Interested People	**Parents Guardians**

Each section is organized with a section overview appearing first. The overview is followed by the first session outline or a significant activity. Following each session are the information sheets and the work sheets designed for the session.

References are listed for each of the sessions. Because session outlines are necessarily brief, it is recommended that teachers who plan to adapt the curriculum read the reference books. All books listed are in print and many are available in local libraries and from the Work Education Resource in Augusta, ME. The telephone number for the ***Work Education Resource Center*** is (207) 289-2331.

FUTURE BUILDERS

Parent/Guardian Orientation

FUTURE BUILDERS

Parent/Guardian Orientation

The Parent Orientation session will take place after the student has completed his initial orientation to the Future Builders Program. The purpose of this orientation is to inform parents about the program and its goals, to share information about futures with parents, and to create a dialogue about futures between parent and teenager. It is envisioned that this Orientation Session will occur during the evening for two hours and that the parent and student attend the meeting together. The session should be held in an informal setting and refreshments should be available.

TYPICAL ACTIVITIES:

Welcome and Introductions

Program Goals and Expectations

The Parent's Role

Future Trend Brainstorming

Sharing of Student Future Fantasies

The Role of Change and Responses to Change

An Open Invitation for Involvement

Helping Our Children Become the Best They Can Be

Needs Assessment: What Information Do Parents Need to Help Their Teenagers Become Fully Functioning Adults?

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Needs Assessment

Please check the most appropriate response.

I would like more information about:

- Future Trends ____
- Career Development ____
- Career Information ____
- Post-Secondary Opportunities ____
- Maine Labor Market Information ____

I would like to be able to work with my son or daughter on:

- Future Planning ____
- How to Select a Post-Secondary Institution ____
- Effective Communication ____
- Decision Making ____
- Staying Healthy-Wellness ____
- Planning a Job Search ____
- Developing Effective Study Skills ____
- Time Management ____

I would like to be involved in the Future Builders curriculum by:

I am willing to act as my son/daughter's sponsor for the Passport portion of the program. If no, please list the name of a person who might act as a sponsor.

FUTURE BUILDERS

Ninth Grade
Orientation

FUTURE BUILDERS
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NINTH GRADE ORIENTATION

OVERVIEW

The three sessions included in the ninth grade orientation are designed to continue the exploration process that many students began in the eighth grade as they planned their high school course of study. The orientation is meant to compliment state wide efforts such as the Planning to Realize Educational Potential Program designed to assist young people in making educational decisions.

During the three sessions, students will assess themselves and their career fantasies as they learn more about present and future trends that will affect the world they will enter after high school. As session outlines indicate, student involvement in the curriculum is the key to the success of the program. Teachers will need to encourage students to take another look at their future plans and to challenge some of their expectations for the future. The ninth grade is a beginning of sorts. Many students are entering a new educational environment called the high school. In a sense, the entire ninth grade year is one of orientation. The Future Builders' orientation mirrors the ninth grade experience of looking at the new and challenging the old.

FUTURE BUILDERS SESSIONS

SESSION ONE: Orientation to the Future Builders Curriculum

OBJECTIVE(S): By the conclusion of this session the student will state the goals and expectations of the program.

DESCRIPTION:: The teacher will introduce the Future Builders curriculum to ninth grade students and begin to examine possible future scenarios.

MATERIALS REQUIRED: Student self-assessment forms, paper, pencils, program goals and expectations, homework assignment.

INSTRUCTIONS:

1. Welcome students and introduce program goals and expectations. Review the skills checklist with the students and let them rate their skills. Let them know that they will be rating their skills again at the end of the orientation process.
2. Ask students, "What do you think that the world will be like in 2025?" Brainstorm possible scenarios. Ask "What will Maine be like in 2025?" Create different scenarios with the class.
3. Create a list of "what would happen ifs" and discuss why it is important to think about the future. Suggest that the future is where we will spend the rest of our lives.
4. Distribute self-assessments and explain.
5. Allow students time to complete the assessments and explain.
6. Assign homework.

HOMEWORK ASSIGMENT: Create a fantasy day for yourself in the year 2025. Include your personal lifestyle as well as your work life. Will you be married? Have children? Be living in Maine? Be prepared to share your fantasy in class.

REFERENCES:

Emerging Careers; New Occupations for the Year 2000 and Beyond. S. Norman Feingold and Norma Reno Miller.

Futuristic Exercises; A Workbook on Emerging Lifestyles and Careers in the 21st Century and Beyond. S. Norman Feingold.

The Maine Labor Force to the Year 2000 and Related Human Resource Issues. Maine Department of Labor.

The Occupational Outlook Handbook and Quarterlies. U.S. Department of Labor.

FUTURE BUILDERS

FUTURE BUILDERS GOALS

To prepare you for an uncertain future.

To encourage you to aim high.

To encourage you to consider post-secondary education or training.

To provide you with a timely process, information, and resources necessary to help you make intelligent decisions about your future.

FUTURE BUILDERS EXPECTATIONS

To actively participate in class sessions.

To complete assignments and to turn them in on time.

To share your learning with others.

To evaluate the course and your experience on a continuous basis.

You are your future builder.

FUTURE BUILDERS WORKSHEET

Name: _____ Date: _____

Current Career Fantasy: _____

Has your fantasy changed? _____ If yes, why?

Three jobs of interest:

1. _____
2. _____
3. _____

Has your list changed from last year? If yes, why?

Three courses of interest:

1. _____
2. _____
3. _____

Have your interests changed? If yes, why?

Three strengths or abilities:

1. _____
2. _____
3. _____

Have your strengths or abilities changed? If yes, why?

Three most important work values:

1. _____

2. _____

3. _____

Have your values changed? If yes, why?

What do you plan to do after high school?

If you plan to attend college or to seek post-secondary training, list the high school courses you need to take for admission to your institution of choice.

	9th	10th	11th	12th
1.				
2.				
3.				
4.				

Other:

If you plan to go to work full time, list the high school courses you must take for job entry requirements.

	9th	10th	11th	12th
1.				
2.				
3.				
4.				

Are you currently taking the courses you need?

If not, how do you plan to change your schedule so you can take the courses you need?

Who can you talk to to get further information?

FUTURE BUILDERS SESSIONS

SESSION TWO: Future Trends

OBJECTIVE(S): By the conclusion of this session the student will identify future trends and apply these trends to his/her fantasy day.

DESCRIPTION: The teacher will use the fantasy day exercise to discuss future trends and what impact these trends may have on students and their future.

MATERIALS REQUIRED: Pencils and paper.

INSTRUCTIONS:

1. Welcome students back and review the first session.
2. Lead a discussion of the fantasy day homework assignment.
3. Transition from that discussion to known trends such as the aging workforce,lower population growth, rapid advances in technology, increased leisure time, changing roles for men, women, and families.
4. Brainstorm a description of the citizens and workers of the 21st century. What kinds of skills will they have to have?
5. Ask students to discuss their career fantasies and compare them with their future scenarios.
6. Summarize and conclude the session.

HOMEWORK ASSIGNMENT: None.

REFERENCES:

Emerging Careers: New Occupations for the Year 2000 and Beyond. S. Norman Feingold and Norma Reno Miller.

In the Age of the Smart Machine: The Future of Work and Power. Shoshana Zuboff

Megatrends: Ten New Directions Transforming Our Lives. John Naisbitt.

Inventing the Future: Advances in Imagery That Can Change Your Life. Marilee Zdenek.

Work in the 21st Century. Isaac Asimov and others.

FUTURE BUILDERS SESSIONS

SESSION THREE: Life/Work Goals

OBJECTIVE(S): By the conclusion of this session the student will have identified at least one life/work goal and will have begun a plan to achieve that goal.

DESCRIPTION: The teacher will present the life/work concept, introduce a related activity and lead a discussion about setting goals and how to reach them.

MATERIALS REQUIRED: Worksheets, pencils, paper, self-assessment forms, envelopes

INSTRUCTIONS:

1. Welcome students to the third and final orientation session.
2. Ask students "Whose responsibility is your future?" and discuss.
3. Ask students to review their self-assessment sheets and to complete the skill check list.
4. Discuss life/work and distribute worksheets. Allow students time to complete.
5. Discuss life/work goals and the importance of first steps.
6. Ask students to write a letter to themselves about their life/work goals and to address an envelope.
7. Collect the letters and tell the class that the letters will be mailed to them in four years.
8. Share information about the tenth grade seminar, Building Your Future.
9. Distribute and collect evaluation forms.

HOMEWORK ASSIGNMENT: None.

REFERENCES: Inventing the Future: Advances in Imagery That Can Change Your Life. Marilee Zdenek.

In the Age of the Smart Machine: The Future of Work and Power. Shoshana Zuboff.

FUTURE BUILDERS WORKSHEET

LIFE/WORK PLANNING SHEET

NAME: _____ DATE: _____

ONE GOAL I HAVE FOR MY FUTURE IS:

ONE THING THAT MAY KEEP ME FROM REACHING MY GOAL IS:

ONE THING THAT I CAN DO RIGHT NOW TO MAKE SURE THAT I CAN REACH MY GOAL IS:

MY CAREER FANTASY IS:

FUTURE BUILDERS

Future Trends to Watch

"If you do not think about the future, you cannot have one."

John Galsworthy

Computers and robotics will become increasingly commonplace in the workplace and at home. The technological revolution will continue.

The population in the United States will continue to grow. There will be more older people and minority people in the population. People will continue to move from the industrialized regions of the country to the Southwestern states and Florida. Because of communication technology, many companies will move out of large cities into smaller towns.

People will live longer and more comfortably thanks to our ever more sophisticated medical technology. There will be an emphasis on out-patient facilities and clinics offering special services.

Computers will appear in more and more homes. They will be used as educational tools and as electronic shoppers. More people will use computer technology to work at home.

Faster and faster obsolescence will be a part of the future. People have already experienced many generations of computers. This trend will continue.

People will travel more frequently as transportation improves.

There will be a shorter work week for most Americans. Because of this shorter week, there will be more time for leisure activities. The recreation industry should boom.

Women will continue to enter the workforce. Two income families will become the norm and the divorce rate will decrease slightly.

Because of the aging of the population, the crime rate will go down.

From: Emerging Careers: New Occupations for the Year 2000 and Beyond.
S. Norman Feingold and Norma Reno Miller.

FUTURE BUILDERS FORM

EVALUATION

Quite Dissatisfied	Somewhat Dissatisfied	Somewhat Pleased	Very Pleased

1. How do you feel about the seminar? (Please check scale)

   Please explain your rating

2. When I think about my life after high school, I

3. The most helpful things the teacher did were:

4. The least helpful things the teacher did or did not do were:

5. What suggestions do you have for improving future sessions?

FUTURE BUILDERS

BUILDING YOUR FUTURE

Tenth Grade Seminar

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FUTURE BUILDERS

TENTH GRADE SEMINAR

OVERVIEW

Tenth graders are intrinsically interested in the world beyond high school and their place in that world. Many have already identified their career of interest and some are already enrolled in vocational courses. With the pressures of the twelfth grade seemingly far away, now is the time to explore once more the world of work and the communication skills that are so important to success in that world.

The Building Your Future Seminar is designed with tenth graders in mind. The seminar begins with the inevitable self-assessment and includes communication skills as well as career and post-secondary institution research reports. The seminar also includes information about adult development, life planning, and decision making. There are ten sessions in the curriculum guide. The number of sessions in the seminar can be adapted to the needs of the local school. However it is important to include all topic areas in that adaption.

FUTURE BUILDERS SESSIONS

SESSION ONE: Introduction and Self-Assessment

OBJECTIVE(S): By the conclusion of this session the student will review ideas about the future and begin to collect new information about self for decision making.

DESCRIPTION: The teacher will introduce the Tenth Grade Seminar as a continuation of the orientation and futuring process. Students will review work done during orientation and update self assessments as necessary.

MATERIALS REQUIRED: Orientation worksheets, self-assessment and skill sheets, Pride Report, paper.

INSTRUCTIONS:

1. Welcome students to the Building Your Future Seminar and review the goals for the seminar. Distribute the skills assessment; explain and ask students to rate their skills. Explain that they will have the opportunity to rate their skills again at the end of the seminar.
2. Ask students to review their orientation self-assessment Is it still accurate? What new information do they have about themselves? Ask them to complete a new assessment. Discuss any changes that have occurred and why the changes happened.
3. Brainstorm what students need to know to be better prepared for their future. Compare to seminar content and goals. Distribute skill sheet.
4. Distribute and discuss the Pride Report.
5. Allow time to complete the report in class. Give and explain the homework assignment.

HOMEWORK ASSIGNMENT: If you did not complete your assessment and Pride Report in class, complete them and bring to the next class session.

REFERENCES:

Choices, Challenges. Minday Bingham, Judy Edmundson, and Sandy Stryker.

The Changer and the Changed: A Working Guide to Personal Change. Carol Bershad and Nancy DiMella.

Small Group Communication: A Reader. Robert S. Cathcart and Larry A. Samovar.

Decisions and Outcomes. H.B. Gelatt

FUTURE BUILDERS

FUTURE BUILDERS GOALS

To prepare you for an uncertain future.

To encourage you to aim high.

To encourage you to consider post-secondary education or training.

To provide you with a timely process, information, and resources necessary to help you make intelligent decisions about your future.

FUTURE BUILDERS EXPECTATIONS

To actively participate in class sessions.

To complete assignments and to turn them in on time.

To share your learning with others.

To evaluate the course and your experience on a continuous basis.

You are your future builder.

FUTURE BUILDERS WORKSHEET

Name: _____ Date: _____

Current Career Fantasy: _____

Has your fantasy changed? _____ If yes, why?

Three jobs of interest:

1. _____
2. _____
3. _____

Has your list changed from last year? If yes, why?

Three courses of interest:

1. _____
2. _____
3. _____

Have your interests changed? If yes, why?

Three strengths or abilities:

1. _____
2. _____
3. _____

Have your strengths or abilities changed? If yes, why?

Three most important work values:

1. _____

2. _____

3. _____

Have your values changed? If yes, why?

What do you plan to do after high school?

If you plan to attend college or to seek post-secondary training, list the high school courses you need to take for admission to your institution of choice.

	9th	10th	11th	12th
1.				
2.				
3.				
4.				

Other:

If you plan to go to work full time, list the high school courses you must take for job entry requirements.

	9th	10th	11th	12th
1.				
2.				
3.				
4.				

Are you currently taking the courses you need?

If not, how do you plan to change your schedule so you can take the courses you need?

Who can you talk to to get further information?

FUTURE BUILDERS WORKSHEET

PRIDE REPORT

Directions: Write at least a one paragraph response to the following statement. Be prepared to share your report in class. You may be proud of a school achievement, a sports achievement, or a family or community service project. You should write about something that you are very proud of even if it is an accomplishment that no one but you knows about.

I AM VERY PROUD THAT I:

FUTURE BUILDERS SESSIONS

SESSION TWO: The Elements of Effective Communication

OBJECTIVE(S): By the conclusion of this session the student will explore and practice the elements of effective communication.

DESCRIPTION: The teacher will introduce the elements of effective communication and will provide guided skill practice.

MATERIALS REQUIRED: Worksheet, pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Divide the class into pairs and ask students to share their pride reports.
3. Lead a class discussion about the exercise. Was it difficult? Why? Why not? Why is it sometimes difficult to share good things about ourselves?
4. Lead into effective communication by saying that good communication skills are a key to success in the classroom, on the job and with family and friends.
5. Brainstorm with the class levels of communication.
6. Note the skills necessary for effective communication :

   the ability to express feelings

   the ability to listen openly and non-critically

   the ability to offer positive feedback to others

   the ability to ask for the support you need

7. Explain degrees of self-disclosure using the Jo-Hari window.
8. Distribute worksheet and allow time for students to complete.
9. Discuss and summarize.

HOMEWORK ASSIGNMENT: With a close friend discuss your feelings about a recent event. If you feel comfortable, discuss your feelings about your relationship with your friend. Come to class prepared to discuss your experiment.

REFERENCES:

Fighting Invisible Tigers: A Stress Management Guide for Teens. Earl Hipp.

Why Am I Afraid to Tell You Who I Am? John Powell.

Wellness Workbook. Regina S. Ryan and John Travis.

Caring and Sharing: Becoming a Peer Facilitator. Robert D. Myrick and Tom Erney.

Individuality and Encounter. Clark Moustakes

The Critical Incident in Growth Groups: Theory and Technique. Arthur M. Cohen and R. Douglas Smith.

FUTURE BUILDERS WORKSHEET

COMMUNICATION WORKSHEET

HOW OFTEN AND WITH WHOM DO YOU DISCUSS THE FOLLOWING?

	INFORMATION	HOW OFTEN	WITH WHOM
1.	FACTS: Information with little about who you really are	_____	_____
2.	OTHER PEOPLE'S OPINIONS: "They say." They say it is going to snow	_____	_____
3.	I THINK: Your opinion about facts	_____	_____
4.	FEELINGS: How you feel about your experiences	_____	_____
5.	SELF: Revealing your feelings about the person you are	_____	_____

Adapted from Fighting Invisible Tigers.

FUTURE BUILDERS SESSIONS

SESSION THREE: Assertiveness

OBJECTIVE(S): By the conclusion of this session the student will define aggressive, passive and assertive behavior and will have practiced assertiveness.

DESCRIPTION: The teacher will describe the importance of assertive behavior and define and give examples of aggressive, passive and assertive behavior. Students will have an opportunity to practice assertive behavior.

MATERIALS REQUIRED: Worksheet, pencils and paper.

INSTRUCTIONS:

1. Welcome students back and discuss homework assignment.
2. Explain the importance of assertive behavior.
3. Brainstorm other types of behavior that are not as effective.
4. Define assertive, passive and aggressive behaviors and ask students to provide examples of each.
5. Create role plays with student volunteers. Ask class to determine if the role played behavior is assertive, passive or aggressive.
6. Divide students into pairs and distribute the role play work sheet. Each pair is to practice assertive behavior.
7. Discuss the exercise and summarize.

HOMEWORK ASSIGNMENT: Take the opportunity to be assertive in a situation that may arise in the next week. How did your behavior work?

REFERENCES:

Fighting Invisible Tigers: A Stress Management Guide for Teens, Earl Hipp.

Your Perfect Right. Robert E. Alberti and Michael L. Emmons.

When I Say No I Feel Guilty, Manual J. Smith.

FUTURE BUILDERS WORKSHEET

ASSERTIVENESS ROLE PLAYS

You are standing in the lunch line and someone pushes in front of you, you say:

You are at a party and some of the party goers are drinking. One of the drinkers offers to drive you home, you say:

You have studied very hard for your history examination. During the test, you notice that the person beside you has "wandering eyes", you:

Create your own:

FUTURE BUILDERS SESSIONS

SESSION FOUR: Self-Evaluation

OBJECTIVE(S): By the conclusion of this session students will rate their interpersonal and group communication skills and identify effective and destructive group roles.

DESCRIPTION: The teacher will distribute "Goals for Personal Development" and use it as a means to discuss positive and destructive group roles and to summarize the communication skills section.

MATERIALS REQUIRED: Worksheet, pencils and paper.

INSTRUCTIONS:

1. Welcome students back and discuss homework assignment.
2. Distribute "Goals for Personal Development" and explain.
3. Allow students to complete the worksheet and discuss.
4. Present positive and negative group roles and consequences of each.
5. Ask students to identify the positive and negative roles present in the seminar group.
6. Brainstorm ways to improve group communications.
7. Summarize the session and conclude.

HOMEWORK ASSIGNMENT: None.

REFERENCES:

Handbook of Structured Experiences for Human Relations Training. William J. Pfeiffer and John E. Jones.

Taking Your Meetings out of the Doldrums. Eva Schindler-Rainman, Ronald Lippitt and Jack Cole.

Group Processes; An Introduction to Group Dynamics. Joseph Luft.

Why Am I Afraid to Tell You Who I Am? John Powell.

Small Group Communication; A Reader Robert S. Cathcart and Larry A. Samovar.

FUTURE BUILDERS WORKSHEET

Goals for Personal Development

This worksheet is to help you think about various aspects of yourself, your relationships with others, and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing "all right", which ones you should "do more", which ones you should "do less" and how you predict others will perceive you as "doing or not doing". Mark each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.

3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most.

		Doing all right	Need to do it more	Need to do it less	Others will see me as doing (D)/not doing (ND)
COMMUNICATION SKILLS					
1.	Telling others what I think	_____	_____	_____	_____
2.	Being understood	_____	_____	_____	_____
3.	Understanding others	_____	_____	_____	_____
4.	Drawing others out	_____	_____	_____	_____
5.	Listening alertly	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
OBSERVATION SKILLS					
1.	Noting tension in a group	_____	_____	_____	_____
2.	Noting who talks to whom	_____	_____	_____	_____
3.	Noting interest level of group	_____	_____	_____	_____
4.	Sensing feelings of individuals	_____	_____	_____	_____
5.	Noting who is being "left out"	_____	_____	_____	_____
6.	Noting reaction to my comments	_____	_____	_____	_____
7.	Noting when group avoids a topic	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____

		Doing all right	Need to do it more	Need to do it less	Others will see me as doing (D)/not doing (ND)
PROBLEM-SOLVING SKILLS					
1.	Stating problems or goals	_____	_____	_____	_____
2.	Asking for ideas, opinions	_____	_____	_____	_____
3.	Giving ideas	_____	_____	_____	_____
4.	Evaluating ideas critically	_____	_____	_____	_____
5.	Summarizing discussion	_____	_____	_____	_____
6.	Clarifying issues	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
MORALE-BUILDING SKILLS					
1.	Showing interest	_____	_____	_____	_____
2.	Working to keep people from being ignored	_____	_____	_____	_____
3.	Harmonizing, helping people reach agreements	_____	_____	_____	_____
4.	Reducing tension	_____	_____	_____	_____
5.	Upholding rights of individuals in the face of group pressure	_____	_____	_____	_____
6.	Expressing praise or appreciation	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
EMOTIONAL EXPRESSIVENESS					
1.	Telling others what I feel	_____	_____	_____	_____
2.	Hiding my emotions	_____	_____	_____	_____
3.	Disagreeing openly	_____	_____	_____	_____
4.	Expressing warm feelings	_____	_____	_____	_____
5.	Expressing gratitude	_____	_____	_____	_____
6.	Expressing anger	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____

		Doing all right	Need to do it more	Need to do it less	Others will see me as doing (D)/not doing (ND)
ABILITY TO FACE AND ACCEPT EMOTIONAL SITUATIONS					
1.	Being able to face conflict, anger	_____	_____	_____	_____
2.	Being able to face closeness, affection	_____	_____	_____	_____
3.	Being able to face disappointment	_____	_____	_____	_____
4.	Being able to stand silence	_____	_____	_____	_____
5.	Being able to stand tension	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
SOCIAL RELATIONSHIPS					
1.	Competing to outdo others	_____	_____	_____	_____
2.	Acting dominant toward others	_____	_____	_____	_____
3.	Trusting others	_____	_____	_____	_____
4.	Being helpful	_____	_____	_____	_____
5.	Being protective	_____	_____	_____	_____
6.	Calling attention to myself	_____	_____	_____	_____
7.	Being able to stand up for myself	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
GENERAL					
1.	Understanding why I do what I do (insight)	_____	_____	_____	_____
2.	Encouraging comments on my own behavior (feedback)	_____	_____	_____	_____
3.	Accepting help willingly	_____	_____	_____	_____
4.	Making up my mind firmly	_____	_____	_____	_____
5.	Criticizing myself	_____	_____	_____	_____
6.	Going off by myself to read or think	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____

FUTURE BUILDERS SESSIONS

SESSION FIVE: Adult Development

OBJECTIVE(S): By the conclusion of this session the student will discuss the typical stages of adult development and life/work roles.

DESCRIPTION: The teacher will discuss adult development and life/work roles in relationship to future planning.

MATERIALS REQUIRED: Pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Discuss whether or not a person's life/work goals may change over a lifetime.
3. Provide information about career change patterns.
4. Identify the major styles of adult development and the roles that people play in each.
5. In small groups ask students to discuss their visions of where they will be at 20, 30, 40, 50 etc.
6. Discuss the results of the small group discussions.
7. Assign homework. Summarize and conclude session.

HOMEWORK ASSIGNMENT: Interview an adult you know about his or her career development. How has his/her focus shifted between family, work, education, community, leisure? How does this information compare with the theory you studied? Has he or she changed careers? Why or why not?

REFERENCES:

The Three Boxes of Life, And How to Get Out of Them. Richard N. Bolles.

Adult Career Development; Concepts, Issues and Practices. Zandy B. Leibowitz and H. Daniel Lea.

FUTURE BUILDERS SESSIONS

SESSION SIX: Impact of Bias and Stereotyping

OBJECTIVE(S): By the conclusion of this session, students will have discussed the impact of bias and stereotyping and will have reviewed the decision-making process.

DESCRIPTION: The teacher will discuss the impact that bias and stereotyping have on the decision-making process. The teacher will also review the decision-making process.

MATERIALS REQUIRED: Worksheets, pencils and paper, a speaker who is employed in a non-traditional career.

INSTRUCTIONS:

1. Welcome students and summarize the last session.
2. Distribute worksheet on roles.
3. Allow students to complete and discuss.
4. Explain the damage bias and stereotyping does to the decision-making process (limits options, allows decisions to be made based upon inaccurate information etc.)
5. Ask speaker to discuss how he or she made her/his career choice and whether or not bias and/or stereotyping affected or still affects her/his work life.
6. Briefly review the decision-making process. Summarize the class session and assign homework.

HOMEWORK ASSIGNMENT: Take a hard look at your future plans. Are you being encouraged to look at certain options because of your sex or racial or ethnic background? If you answered "yes", what can you do to reevaluate your goals?

REFERENCES:

Women In Non-Traditional Jobs Curriculum Guide, Women's Bureau, U.S. Department of Labor.

Decisions and Outcomes, H.B. Gelatt.

Activities to Combat Stereotyping in Career Choice, Institutes for Research.

Programs to Combat Stereotyping in Career Choice, Institutes for Research.

Guide to Nonsexist Teaching Activities (K-12), Northwest Regional Educational Laboratory Center for Sex Equity.

DOES THE GLASS SLIPPER FIT?

Once upon a time there was a fair young maiden. Her name was Cinderella. Cinderella lived with her stepsisters and stepmother. Cinderella was responsible for all the cooking, cleaning and other chores around their home. Although it was a very modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. When she was miraculously discovered by the Prince and went with him to live in the castle, we feel fairly certain that she did not take up an outside career of castle building or working in the sword repair shop in town. She stayed home and ran the castle and raised their children. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. They never got divorced because that wasn't allowed. If things got too bad, Cinderella occasionally went to live in the convent. Usually, however, the Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of available Prince Charmings has decreased tremendously since "once upon a time." As a result, females of all ages are working outside of the home. They are working for the same reason men work--for money to support themselves and their families.

To find out if you are better prepared for Cinderellahood than for modern womanhood, check off all the things in each list that apply to you.

From: Varheyden-Hilliard, Mary Ellen. "Cinderella Doesn't Live Here Anymore." In Womanpower: A Special Issue of Manpower Magazine, Washington, D.C.: U.S. Department of Labor, November, 1975.

Glass Slipper activities developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education). Houston, Texas: Center for Human Resources, University of Houston, 1976.

Glass Slipper (cont.)

Cinderella - Check (✓) off each item that applies to you.

_____ 1. Can cook

_____ 2. Wait for Prince Charming to open the door for you

_____ 3. Talk to your fairy godmother

_____ 4. Can dance

_____ 5. Have no career plans

_____ 6. Think woman's place is in the home

_____ 7. Don't worry about the future

_____ 8. Cannot manage money

_____ 9. Can raise children

_____ 10. Talk to mice

_____ 11. Can wash clothes

_____ 12. Have no job skills

_____ 13. Read love stories and movie magazines

_____ 14. Can give a party

_____ 15. Know how to care for a baby

_____ 16. Don't like school

_____ 17. Can sew

_____ 18. Rush home to watch the soap operas

_____ 19. Can clean

_____ 20. Turn down the radio when the news comes on

Total checks (✓) _____

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

Today's Woman - Check (√) off each item that applies to you.

_____ 1. Read news magazines

_____ 2. Discuss career plans with your parents

_____ 3. Have investigated all high school job training courses including plumbing and welding

_____ 4. Plan to work for 34 years

_____ 5. Are aware of Title IX

_____ 6. Know how much money it takes to feed a family of four for a week

_____ 7. Can list 20 different jobs open to women*

_____ 8. Stand up for yourself

_____ 9. Rush home to watch the evening news

_____ 10. Demand equal pay for equal work

_____ 11. Know how to manage money

_____ 12. Aren't afraid to be the only girl in any class

_____ 13. Will graduate from high school

_____ 14. Open your own car door

_____ 15. Know how to file a suit under EEOC

_____ 16. Know about apprenticeship programs

_____ 17. Can fix a flat tire

_____ 18. Talk to your counselor about future job plans

_____ 19. Plan to learn a skill before marriage so that you can always get a job

_____ 20. Think you can do any job a man can do

Total checks (√) _____

*If you checked No. 7, prove it!

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

SCORING: Total up the number of checked items in each column.

CINDERELLA TOTAL GREATER THAN TODAY'S WOMAN TOTAL: The Glass Slipper "fits" and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will have to work...9 out of 10 high school girls will work in the future. You need to start giving serious thoughts to job training available to you in high school and careers that open up to you after the training. You should realize that unless you start training now, you will not be a very employable person. Wake up!

CINDERELLA TOTAL EQUALS TODAY'S WOMAN TOTAL: You've given your future some thought but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you're married. How wrong you are! You most likely will work for about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S WOMAN TOTAL GREATER THAN CINDERELLA TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training: home economics and secretarial training, as well as plumbing and auto mechanics. You realize you will be working and you have made a career decision and have included this in your four-year plan. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only girl. You are realistic and really have your act together.

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

"Are You a Cinderbob?"

Once upon a time there was a handsome young man. His name was Cinderbob. Cinderbob lived with his stepmother and stepsisters. Cinderbob was the oldest son and felt he should tell everyone what they should be doing. Although it was a very modest home, Cinderbob had very little time for himself. He was very busy working to support everyone. When he was miraculously discovered by the Princess and went with her to live in the castle, Cinderbob felt he should be in charge of things the way he had been when he lived at home. He told the Princess he did not want her to continue her Princess work outside the castle because he wanted to be the one to support the family. So the Princess gave up princessing which paid very well. The Princess, of course, never abandoned Cinderbob except for occasional trips to the conventions of the National League of Princesses. They never got divorced because that wasn't allowed. If things got too bad, Cinderbob occasionally went for a weekend at the monastery where he could rest up from being the sole support of the castle. Usually, however, the Princess and Cinderbob lived happily ever after, as best they could, which really wasn't so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of Princesses, and other women, willing to give up careers has decreased dramatically since "once upon a time." As a result, males of all ages are learning to share work and home responsibilities with their Princesses.

To find out if you are better prepared for Cinderbobhood than for modern manhood, check off all the things in each list that apply to you.

Material developed by Mary Ellen Verheyden-Hilliard, The Equity Institute, Bethesda, Maryland, 1983.

Cinderbob - Check (✓) off each item that applies to you.

_____ 1. Cannot cook

_____ 2. Expect that your future wife will do what you tell her

_____ 3. Only talk to other Cinderbobs your age for advice

_____ 4. Can't sew up a tear

_____ 5. Have no plans to share home and child care with your wife

_____ 6. Think woman's place is in the home

_____ 7. Don't worry about the future

_____ 8. Would be uncomfortable for your wife to earn more than you

_____ 9. Don't know anything about raising children

_____ 10. Talk to the mirror

_____ 11. Can wash cars but not clothes

_____ 12. Have no homemaking skills

_____ 13. Read detective stories and porno magazines

_____ 14. Can give a party

_____ 15. Don't know how to care for a baby

_____ 16. Don't like school

_____ 17. Can't sew

_____ 18. Drop everything to watch the football game on TV

_____ 19. Can take out the trash

_____ 20. Turn down the radio when the news comes on

Total checks (✓)_____

Material developed by Mary Ellen Verheyden-Hilliard The Equity Institute, Bethesda, Maryland, 1983.

Today's Man - Check (✓) off each item that applies to you.

_____ 1. Read news magazines

_____ 2. Discuss career plans with your parents

_____ 3. Have investigated all high school job preparation possibilities including secretarial and nursing

_____ 4. Plan to work for 41 years

_____ 5. Are aware of Title IX

_____ 6. Know how much money it takes to feed a family of four for a week

_____ 7. Can list 10 nontraditional jobs open to men*

_____ 8. Can be kind and helpful to someone who needs encouragement

_____ 9. Rush home to watch the evening news

_____ 10. Demand that everyone get equal pay for equal work

_____ 11. Know how to manage money

_____ 12. Aren't afraid to be the only boy in any class

_____ 13. Will graduate from high school

_____ 14. Are comfortable dating an achieving, assertive girl

_____ 15. Know how to file a suit under EEOC

_____ 16. Know about child care programs

_____ 17. Can fix dinner, lunch, and breakfast

_____ 18. Talk to your counselor about future job plans

_____ 19. Plan to learn a skill before marriage so you can always get a job

_____ 20. Think you can do any job a woman can do

Total checks (✓)_____

*If you checked No. 7 prove it!

Material developed by Mary Ellen Verheyden-Hilliard, The Equity Institute, Bethesda, Maryland, 1983

Glass Slipper (cont.)

SCORING: Total up the number of checked items in each column.

CINDERBOB TOTAL GREATER THAN TODAY'S MAN TOTAL: The Glass Slipper "prize" is yours and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will be sharing a home and child care responsibilities with a working wife ...9 out of 10 high school girls will work in the future. You need to start giving serious thought to home and family training available to you in high school and nontraditional careers that are possibilities. You should realize that your ideas on women are out of date and in serious need of being modernized. Wake up!

CINDERBOB TOTAL EQUALS TODAY'S MAN TOTAL: You've given your future some thought but not enough. While you are probably capable of managing your career, you do not really believe that women will have careers once they are married and have children. How wrong you are! An average woman of today can expect to work for 34 years outside the home even if she is married and even if she has children. That is only 7 years less than the 41 years you can expect to work. You are not quite aware of what it takes to be a good sharing partner in a marriage. You have probably explored the traditional male jobs, but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S MAN TOTAL GREATER THAN CINDERBOB TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training. Home economics and secretarial training as well as plumbing and auto mechanics. You realize that you will be working and that women will be working after they are married and have children. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only boy. You are realistic and really have your act together.

FUTURE BUILDERS

MODEL FOR DECISION MAKING

H.B. Gelatt, Decisions and Outcomes

FUTURE BUILDERS SESSIONS

SESSION SEVEN: Interest Inventory and Occupations of Interest

OBJECTIVE(S): By the conclusion of this session students will have taken a career interest inventory and will have identified three occupations of interest.

DESCRIPTION: The teacher will introduce and administer a career interest inventory, will ask students to review information gained about themselves, and to identify three occupations of interest.

MATERIALS REQUIRED: Interest inventory or results of inventory previously administered, pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Discuss homework assignment: surprises and discoveries.
3. Review the decision making process and explain why career interest inventories are helpful.
4. Distribute inventories and explain.
5. If possible score inventories in class and provide information for interpretation.
6. Ask students to review worksheets and information gathered about themselves so far.
7. Based upon all information gathered so far, ask students to identify three occupations of interest.
8. Summarize and conclude session.

HOMEWORK ASSIGNMENT: None.

REFERENCES:

Decisions and Outcomes, H.B. Gelatt.

A Counselor's Guide to Career Assessment Instruments, (Second Edition). Jerome T. Kapes and Marjorie Moran-Mastic.

Life Skills, Me, and Jobs, Dennis and Almut Hooker.

FUTURE BUILDERS WORKSHEET

CAREER DECISION SUMMARY

Based upon my **interests:**

1. _____
2. _____
3. _____

my **strengths/abilities:**

1. _____
2. _____
3. _____

and my **work values:**

1. _____
2. _____
3. _____

I wish to explore the following occupations:

1. _____
2. _____
3. _____

FUTURE BUILDERS SESSIONS

SESSION EIGHT: Career Research

OBJECTIVE(S): By the conclusion of this class session, the student will have begun to research his career of choice.

DESCRIPTION: The teacher will provide guidance, support and resources for the student career research assignment.

MATERIALS REQUIRED: The Occupational Outlook Handbook, The Guide For Occupational Exploration, The Worker Trait Group Guide, the Maine Job Box, Computerized Guidance Systems such as GIS, CHOICES, DISCOVER, CAREER SCAN, work sheets, pencils and paper.

INSTRUCTIONS:

1. Welcome students back and distribute the results of the interest inventory if not scored during session seven.
2. Discuss the career research assignment and distribute guidelines.
3. Allow students to use classrooms, guidance office, and library resources for their reports.
4. Before the end of the session, ask for progress reports.
5. Review homework assignment and conclude the session. All reports are due session ten.

HOMEWORK ASSIGNMENT: During the next week, interview a person who works in your field of interest. Be prepared to report on your interview during session ten.

REFERENCES:

The Occupational Outlook Handbook, U.S. Department of Labor

The Guide for Occupational Exploration, U.S. Department of Labor

The Worker Trait Group Guide, Appalachia Educational Laboratory, Inc.

The Maine Job Box, Maine Occupational Information Coordinating Committee.

Joyce Lain Kennedy's Career Book, Joyce Lain Kennedy.

Preparing Yourself for Job Hunting in Maine, Maine Department of Labor, Division of Economic Analysis and Research

It's Your Future: Catalyst's Career Guide for High School Girls, Catalyst Staff.

Career Information Delivery Stystem Software:

CHOICES - S.T.M.
DISCOVER - American College Testing Program
Guidance Information System (GIS) - Houghton - Mifflin Company

FUTURE BUILDERS

CAREER RESEARCH REPORT
GUIDELINES

Your report should include the following information:

Job title

Typical activities performed

Hours and work environment

Starting salary and growth rate for the occupation

Amount of training required for entry into occupation

Other entry requirements such as licenses, testing

Physical demands of the job

Talents, aptitudes and strengths necessary to do the job

High school classes necessary for job entry and/or for post secondary training.

How do your talents, aptitudes, and strengths compare with those necessary to be successful on the job?

Where can you find employment in this field? Will you have to relocate?

Your report should be two pages in length. Your report is due session ten.

FUTURE BUILDERS WORKSHEET

CAREER INTERVIEW QUESTIONS

Name of Interviewee: _____ Date: _____

Job Title: _____ Location: _____

Male or Female? _____

How many years have you worked in this field?

How did you prepare for this job?

What do you like best about your job?

What do you like least about your job?

If you could do things over again, what would you do differently?

How do you see this job changing in the future?

What advice can you give me as I begin looking at careers in your field?

FUTURE BUILDERS SESSIONS

SESSION NINE: Post-Secondary Education/Training Research

OBJECTIVE(S): By the conclusion of this session, the student will have completed his career research project and will identify and research a Maine post-secondary institution.

DESCRIPTION: The teacher will provide guidance support and references for the student career research project and will introduce post-secondary education and training.

MATERIALS REQUIRED: Career information materials and materials on Maine post-secondary education such as catalogs, *Post-Secondary Educational Opportunities in Maine*, computerized guidance systems, Peterson's Guides, pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Ask for research progress reports.
3. Introduce the second part of the research project looking at Maine post-secondary institutions.
4. Discuss research guidelines.
5. Allow students to work on their research for the remainder of the period.
6. Before the end of the period, remind students about their interviews. All reports are due session ten.

HOMEWORK ASSIGNMENT: None.

REFERENCES: College Catalogs

Post-Secondary Educational Opportunities in Maine. UMA and Department of Educational and Cultural Services.

Peterson's Guides

A Young Person's Guide to Military Service. Jeff Bradley.

Career Information Delivery System Software:

CHOICES - S.T.M.
DISCOVER - American College Testing Program
Guidance Information System (GIS) - Houghton - Mifflin Company

FUTURE BUILDERS

POST-SECONDARY EDUCATION/TRAINING REPORT GUIDELINES

Your report should include the following information:

Career of interest and post-secondary education requirements.

Name, address, and telephone number of institution

Number of students enrolled in the institution and number of students enrolled in your program of interest

Tuition and room and board fees

Other living expenses such as books and supplies, entertainment, clothing, transportation

Program of interest as it relates to your career research report

Admission procedure

High School course requirements for admission and other admission requirements

A review of your high school work and a list of courses you must take to be admitted to this institution

Your report should be no longer than one page in length.

FUTURE BUILDERS SESSIONS

SESSION TEN: Building Your Future

OBJECTIVE(S): By the conclusion of this session all students will give a brief oral report on their career interview and will turn in their career and post-secondary institution research reports.

DESCRIPTION: The teacher will allow each student to comment on the results of the career interview. The teacher will collect written reports and will summarize and conclude the seminar.

MATERIALS REQUIRED: Pencils and paper

INSTRUCTIONS:

1. Welcome students back.
2. Collect research reports.
3. Hear oral reports on career interviews.
4. Summarize the seminar and help students identify "next steps".
5. Distribute course evaluation and collect.

HOMEWORK ASSIGNMENT: None

REFERENCES: None

FUTURE BUILDERS FORM

EVALUATION

Quite Dissatisfied	Somewhat Dissatisfied	Somewhat Pleased	Very Pleased

1. How do you feel about the seminar? (Please check scale)

   Please explain your rating

2. When I think about my life after high school, I

3. The most helpful things the teacher did were:

4. The least helpful things the teacher did or did not do were:

5. What suggestions do you have for improving future sessions?

FUTURE BUILDERS

PASSPORT TO MY FUTURE

Eleventh Grade

FUTURE BUILDERS
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FUTURE BUILDERS

PASSPORT TO MY FUTURE

OVERVIEW

The Passport to My Future program is the experiential component of the Future Builders curriculum. The Passport program is designed for eleventh grade students but students could begin the program as soon as they complete the tenth grade seminar.

The Passport to My Future program provides a structure that encourages students to visit at least one employer, one post-secondary institution, and job shadow during the eleventh grade. Students participating in the program must identify a sponsor who will work with them to arrange site visits, who will provide transportation to and from sites, who will assist them with job shadowing arrangements, and who will work with them to evaluate the experience.

To implement the program, schools should identify a coordinator. The coordinator will meet with students on a monthly basis, orient students and their sponsors, coordinate site visits and job shadowing and offer some instruction. The program does not require the hiring of additional staff but it does require thoughtful planning and coordination.

PASSPORT TO MY FUTURE

PHOTO

SIGNATURE

FUTURE BUILDERS

PASSPORT TO MY FUTURE
PROGRAM REQUIREMENTS

In order to be successful, the Passport to My Future Program must have the following:

A project coordinator to meet with students and sponsors, to monitor student progress; and to assist students and sponsors with arrangements for site visits and job shadowing.

Each student must have a sponsor who will provide transportation and other support for the student during business and education site tours.

A structure of monthly meetings with the project coordinator to collect reports, discuss issues, discuss site visits, etc.

Parental approval

Additional suggestions for: -

A PASSPORT TO MY FUTURE

- orient the student and sponsor so that they can make arrangements for site visits independently.
- require that all site visit reports are due 5 working days after the site visit.
- maintain a master calendar of visits to coordinate transportation and to avoid over scheduling sites. Do the same for job shadowing.
- group students who have similar interests for visits and provide school transportation if possible. Sponsors can ride on the bus.
- ask students and sponsors to evaluate their experiences.
- hold at least one meeting on the topic of college and job applications. Include an introduction to application vocabulary and tips on how to complete an application.

FUTURE BUILDERS

The Role Of The Sponsor

Each student participating in the Passport to My Future program will be asked to identify a sponsor. The sponsor may be a parent or other responsible adult acceptable both to the parent and the student. The sponsor will:

work with the student to make arrangements for site visits

provide transportation to and from site visits

help the student evaluate site visits

work with the student to make arrangements for job shadowing

work with the project coordinator to coordinate efforts and to provide feedback about the student and the program.

The sponsor can be a mentor for the student. Ideally the student will find a sponsor who works in his/her field or interest. Sponsors have a great deal of responsibility and should be selected carefully and with parental permission.

FUTURE BUILDERS

PASSPORT TO MY FUTURE

Student/Sponsor Orientation Outline (1hr.)

Welcome

Introductions

Roles and Responsibilities

- Project Coordinator
- Student
- Sponsor

Process for arranging site visits

Site reports

Meeting schedule

Questions and Answers

FUTURE BUILDERS

Passport to My Future

Site Visit and Job Shadowing Process

Discuss the potential visit or shadowing experience with your sponsor and with the project coordinator.

Submit a site visit or job shadow request form.

Make necessary arrangements.

Confirm arrangements with your sponsor and project coordinator.

Go on visit as scheduled.

Report on visit/shadowing experience within five (5) working days after your visit.

Keep a record of your visits and job shadowing experiences in your passport.

FUTURE BUILDERS FORM

SITE VISIT REQUEST FORM

As part of the Future Builders, A Passport to My Future,

my sponsor, _____

and I, _____ wish to

visit _____

Address _____

on _____ at _____ .
date *time*

Parental approval: _____

Date: _____

Project Coordinator approval: _____

Date: _____

Date of actual visit: _____

FUTURE BUILDERS FORM

SITE VISIT REPORT

Name: _____ Date: _____

Site Name: _____

Address: _____

_____

_____

Telephone: _____

Contact Person: _____

Date of visit: _____

Why did you choose to visit this site?

What was your first impression of the site?

Describe the work or educational environment? (large office? noisy? outdoors?)

What did you like about the site?

What surprised you about the site?

If a report on a post-secondary site visit, did you attend a class session?

If yes, what did you think of the class?

Would you like to work or go to school in this environment? Why or why not?

FUTURE BUILDERS FORM

JOB SHADOWING REQUEST FORM

As part of the Future Builders, A Passport to My Future,

I wish to job shadow

NAME: _____

TITLE: _____

ADDRESS: _____

TELEPHONE: _____

On _____ *date(s)* from _____ *time* to _____ *time*

Parental Approval: _____

Project Coordinator Approval: _____

Date: _____

Date of actual job shadowing: _____

FUTURE BUILDERS FORM

JOB SHADOWING REPORT

Name: _____ Date: _____

Site name: _____

Address: _____

Telephone: _____

Date of Shadowing: _____

Person Shadowed: _____

Occupation: _____

Why did you choose to job shadow this occupation?

Describe the work environment.

What does a person in this occupation do during the day?

What job activities do you like?

What job activities do you dislike?

What is the entry salary for this occupation?

What type of training beyond high school is required for this job?

How does the person you are job shadowing feel his/her job may change in the future?

What else do you want to learn about the job now that you have seen the day to day work?

Are you still interested in the job?

If yes, what do you have to do to prepare yourself?

FUTURE BUILDERS SESSIONS

SESSION: **A Passport to My Future**

OBJECTIVE(S): By the conclusion of this session the student will define typical college and job application form vocabulary and state the rules for completing applications.

DESCRIPTION: The site coordinator will introduce the vocabulary of college and job applications and the rules for completing applications.

MATERIALS REQUIRED: Application forms, pencils, pens and paper.

INSTRUCTIONS:

1. Welcome students.
2. Ask students to look at an application form and circle anything they don't understand.
3. Go over forms and give definitions as needed.
4. Discuss the importance of application forms and of giving complete information i.e. references.
5. Present rules for completing applications.
6. Ask students to complete application form and to turn it in.
7. At the next meeting return the applications with suggestions for improvement.

REFERENCES:

How to Get and Get Ahead on Your First Job, Deborah Perlmutter Bloch

Job Finding Fast, J. Michael Farr

Job Hunter's Guide to Maine, Maine Department of Labor

Life Skills, Me and Jobs, Dennis and Almut Hooker

FUTURE BUILDERS

Job Application Rules

1. Read directions.
2. Be neat.
3. Be honest and positive.
4. Bring your own BLUE or BLACK pen.
5. Fill in every blank. Use a (-) dash, NONE, or N/A if the information requested does not apply to you.
6. Give complete information - NO ABBREVIATIONS.
7. Ask questions if you need help.
8. SPELL CORRECTLY.
9. Be prepared with a list of references including addresses and phone numbers.

FUTURE BUILDERS FORM

EVALUATION

Quite Dissatisfied	Somewhat Dissatisfied	Somewhat Pleased	Very Pleased

1. How do you feel about the seminar? (Please check scale)

   Please explain your rating

2. When I think about my life after high school, I

3. The most helpful things the teacher did were:

4. The least helpful things the teacher did or did not do were:

5. What suggestions do you have for improving future sessions?

FUTURE BUILDERS

Transitions Seminar

Twelfth Grade

FUTURE BUILDERS
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FUTURE BUILDERS

TRANSITIONS SEMINAR

Twelfth Grade

Overview

The Transitions Seminar is designed to teach twelfth graders the life skills they need as they move into the world beyond high school. Included in the curriculum are sessions on budgeting, citizenship and wellness. For many students the twelfth grade is the last opportunity for formal education. In the Transitions Seminar they will develop a resume and practice interviewing skills as well as explore community resources.

The Transitions Seminar consists of ten sessions. These sessions may be taught as part of a regularly scheduled course or the sessions may be offered during study periods over the course of a semester. The best method for delivering the seminar may be two or three sessions per week over a three to five week period. If sessions are too far apart, students may forget content and homework and continuity may be lost.

FUTURE BUILDERS SESSIONS

SESSION ONE: Introduction and Self-Reassessment

OBJECTIVE(S): By the conclusion of this session the student will state the goals of the seminar and have completed a self-assessment.

DESCRIPTION: The teacher will introduce the goals of the Transitions Seminar and will initiate a self-assessment process.

MATERIALS REQUIRED: Self-assessment form, all previous Future Builders work, skill checklists, pencils, paper

INSTRUCTIONS:

1. Welcome students and introduce the goals of the Transitions Seminar.
   - to provide timely information
   - to enable students to develop critical life skills
   - to provide a transition into the next phase of the student's life
2. Discuss the goals as presented.
3. Distribute seminar self-assessment forms. Explain and allow students to complete.
4. Discuss the assessments and how they relate to the seminar.
5. Assign writing assignment and allow students time to complete.
6. Summarize the class session and assign homework.

HOMEWORK ASSIGNMENT: Based upon your stated plans for next year, how much will it cost you per month to live? Consider typical rent, heat, electricity, food, & transportation costs as well as clothing and entertainment. Bring your figures to class. Those planning to attend post-secondary schools should research the cost for tuition, room and board, books etc.

REFERENCES: The Teenage Survival Book, Sol Gordon.

Choices, Challenges, Mindy Bingham, Judy Edmonson, and Sandy Stryker.

FUTURE BUILDERS

FUTURE BUILDERS GOALS

To prepare you for an uncertain future.

To encourage you to aim high.

To encourage you to consider post-secondary education or training.

To provide you with a timely process, information, and resources necessary to help you make intelligent decisions about your future.

FUTURE BUILDERS EXPECTATIONS

To actively participate in class sessions.

To complete assignments and to turn them in on time.

To share your learning with others.

To evaluate the course and your experience on a continuous basis.

You are your future builder.

FUTURE BUILDERS WORKSHEET

Name: _____ Date: _____

Current Career Fantasy: _____

Has your fantasy changed? _____ If yes, why?

Three jobs of interest:

1. _____
2. _____
3. _____

Has your list changed from last year? If yes, why?

Three courses of interest:

1. _____
2. _____
3. _____

Have your interests changed? If yes, why?

Three strengths or abilities:

1. _____
2. _____
3. _____

Have your strengths or abilities changed? If yes, why?

Three most important work values:

1. _____

2. _____

3. _____

Have your values changed? If yes, why?

What do you plan to do after high school?

If you plan to attend college or to seek post-secondary training, list the high school courses you need to take for admission to your institution of choice.

	9th	10th	11th	12th
1.				
2.				
3.				
4.				

Other:

If you plan to go to work full time, list the high school courses you must take for job entry requirements.

	9th	10th	11th	12th
1.				
2.				
3.				
4.				

Are you currently taking the courses you need?

If not, how do you plan to change your schedule so you can take the courses you need?

Who can you talk to to get further information?

FUTURE BUILDERS WORKSHEET

Senior Transition Seminar

Writing Assignment:

Give a little thought to next year. It will be a big change from high school. Where will you be and what will you be doing? Write your vision of the future.

FUTURE BUILDERS SESSIONS

SESSION TWO: Budgeting

OBJECTIVE(S): By the conclusion of this session the student will create a monthly budget based upon his/her future plans.

DESCRIPTION: The teacher will present the budgeting process and critique student budgets.

MATERIALS REQUIRED: Resource books, newspapers, budget sheets, pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Review the homework assignment and display resource materials.
3. Describe the process of creating a budget and the importance of doing so, i.e., fixed expenses etc.
4. Distribute budget worksheets and ask students to create a one month budget based upon their future plans.
5. Allow students to share budgets and discuss the strengths and weaknesses of each.
6. Assign homework and conclude the session.

HOMEWORK ASSIGNMENT: Show the budget worksheet that you prepared in class to your parents and ask for comments. Compare your budget with actual food and clothing prices. Is it accurate?

REFERENCES: Choices, Challenges, Mindy Bingham, Judy Edmondson, and Sandy Stryker.

FUTURE BUILDERS WORKSHEET

Future Budget Worksheet

Projected Monthly Income: _____

Monthly Expenses

Rent
> or Room & Board _____
Food

Utilities _____

Transportation _____

Telephone _____

Insurance/Medical/Dental
Expenses _____

Clothing _____

Laundry/Dry Cleaning _____

Entertainment _____

Books _____

Other (tuition,etc.) _____

Total: _____

Where could I cut corners?

What expenses must I keep?

FUTURE BUILDERS SESSIONS

SESSION THREE: Banking Services

OBJECTIVE(S): By the conclusion of this session the student will demonstrate how to apply for and to use various banking services.

DESCRIPTION: The teacher will invite representatives from local banks to discuss banking services and how to use them.

MATERIALS REQUIRED: Local bankers and actual application forms for student use.

INSTRUCTIONS:

1. Welcome students back and discuss results of the homework assignment.
2. Introduce panel members and give an overview of the presentation.
3. Facilitate the panel discussion. Make sure that fees for services are mentioned.
4. Allow for questions and answers.
5. Thank guest panelists. Assign homework and conclude session.

HOMEWORK ASSIGNMENT: When you shop for banking services, what will you look for and why?

REFERENCES: None.

FUTURE BUILDERS SESSIONS

SESSION FOUR: The Rights and Responsibilites of Citizenship

OBJECTIVE(S): By the conclusion of this session the student will begin to identify the rights and responsibilities of citizenship and typical legal issues.

DESCRIPTION: The teacher will discuss the rights and responsibilities of citizenship and typical legal issues.

MATERIALS REQUIRED: Voter registration procedures, income tax forms, driver's handbook, pencils and papers.

INSTRUCTIONS:

1. Welcome group back and discuss homework assignment.
2. Introduce the rights and responsibilities of citizenship.
3. Brainstorm both with the class and add to the brainstormed list if necessary.
4. Ask "Who is a good citizen?"
5. Discuss typical legal issues facing young adults.
6. Explain the homework assignment and conclude the session.

HOMEWORK ASSIGNMENT: Choose to research one of the following:

Find out how and where you register to vote. How do you apply for an absentee ballot? Change your political party affiliation? What are the advantages/disadvantages of affiliating with a political party?

or

Find out where you can pick up income tax forms. How much money may you earn before you have to file a tax return?

or

Find out about your rights as a consumer. What are some of them? Who in government is looking out for you?

REFERENCES: None.

FUTURE BUILDERS SESSIONS

SESSION FIVE: Community Resources

OBJECTIVE(S): By the conclusion of this session the student will identify essential community resources, their functions, and how to use them.

DESCRIPTION: The teacher will identify various community resources, their functions and discuss how to use them.

MATERIALS REQUIRED: Local telephone books, resource guides, newspapers, pencils and paper.

INSTRUCTIONS:

1. Welcome students and discuss homework assignment.
2. Define community resources and ask students to brainstorm some names and activities of typical organizations. Discuss how people typically use these resources and parallel services offered at post-secondary schools.
3. Distribute telephone books and ask students to complete their worksheets using the telephone books and other resource materials.
4. Discuss answers.
5. Summarize the class session and conclude.

HOMEWORK ASSIGNMENT: None.

REFERENCES: Telephone books

Guides to State Services

Local Guides to Community Resources

College Catalogs

FUTURE BUILDERS WORKSHEET

COMMUNITY RESOURCES WORKSHEET

Where in your community could you go to get the following assistance or information?

Health Assistance

Name: _____

Address: _____

Telephone: _____

Mental Health Assistance

Name: _____

Address: _____

Telephone: _____

Food/Housing Assistance

Name: _____

Address: _____

Telephone: _____

Child Care Assistance

Name: _____

Address: _____

Telephone: _____

Clothing Assistance

Name: _____

Address: _____

Telephone: _____

Substance Abuse Assistance

Name: _____

Address: _____

Telephone: _____

Employment Assistance

Name: _____

Address: _____

Telephone: _____

Recreation

Name: _____

Address: _____

Telephone: _____

Information

Name: _____

Address: _____

Telephone: _____

FUTURE BUILDERS SESSIONS

SESSION SIX: Wellness

OBJECTIVE(S): By the conclusion of this session the student will review basic diet and health information and apply that information to his/her current lifestyle.

DESCRIPTION: The teacher will discuss the concept of "taking care of yourself" and of "staying well". Basic diet and health habits will be reviewed.

MATERIALS REQUIRED: Personal Health Assessment, and First Step Plan, pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Break students into small groups to develop a list of good health habits.
3. Have groups share and compare lists.
4. Ask students to discuss the consequences of not developing good health habits.
5. Distribute the Personal Health Assessment forms and ask students to complete. Discuss.
6. Brainstorm with the class where students can get more information about healthy living.
7. Ask students to complete a First Step Plan. Make the point that to be successful, you must take care of yourself.

HOMEWORK ASSIGNMENT: None.

REFERENCES:

Fighting Invisible Tigers: A Stress Management Guide for Teens, Earl Hipp.

The Low-Cost-No-Fuss All Natural Food Guide for Students (and Other Desperate People), Scott Knickelbine.

The Relaxation and Stress Reduction Workbook, Martha Davis, Matthew McKay, and Elizabeth Robbins Eshelman.

Stress Breakers, Helene Lerner.

The Teenage Survival Book, Sol Gordon.

Jane Brody's New York Times Guide to Personal Health, Jane Brody.

FUTURE BUILDERS WORKSHEET

Personal Health Assessment

Rate your personal health habits. Do you always, sometimes, or never practice the healthy/unhealthy habits listed below.

Do I:

		Yes	No
1.	Eat three balanced meals per day?	___	___
2.	Avoid high calorie junk food?	___	___
3.	Drink more than three cups of coffee per day?	___	___
4.	Maintain weight within an appropriate range?	___	___
5.	Snack between meals?	___	___
6.	Get regular exercise at least three times per week?	___	___
7.	Get regular dental check ups?	___	___
8.	Smoke cigarettes?	___	___
9.	Drink alcohol?	___	___
10.	Use drugs other than alcohol?	___	___
11.	Drive without a seatbelt or without a helmet on a motorcycle?	___	___
12.	Brush my teeth after meals?	___	___
13.	Shower daily?	___	___

		Yes	No
14.	Wash hands before meals and after using the toilet?	___	___
15.	Get enough sleep at night?	___	___
16.	Eat breakfast?	___	___
17.	Feel tense all the time?	___	___
18.	Know blood pressure?	___	___
19.	Know personal and family health history?	___	___
20.	Use birth control?	___	___
21.	Know and use AIDS prevention methods?	___	___

FUTURE BUILDERS WORKSHEET

Taking Care of Yourself

First Step Plan

1. One health habit that I would like to work on is:

2. The reason why I want to work on this habit is:

3. People at school, in the community or at home who can help me are (list name and telephone number):

4. The first step I can take to improve this health habit is:

FUTURE BUILDERS SESSIONS

SESSION SEVEN: Time Management

OBJECTIVE(S): By the conclusion of this session the student will apply basic time management techniques to his school work and leisure life.

DESCRIPTION: The teacher will introduce time management concepts and allow students to practice and apply these to their life experiences.

MATERIALS REQUIRED: Pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Introduce time management and define it.
3. Explain that people have different biological clocks.
4. Divide the class into morning people, afternoon people and night people.
5. Ask the groups to discuss and report when they are most productive and able to concentrate.
6. Ask groups to report findings.
7. Ask students to give examples of time management crises - term paper all nighters, cramming for exams.
8. Brainstorm time solutions, ie. goal setting, deadlines, lists, and using most productive time for most difficult tasks.
9. Summarize, assign homework and conclude the session.

HOMEWORK ASSIGNMENT: Review the rules for completing appliction forms. Come to class prepared to discuss these rules.

REFERENCES:

The Art of Time, Jean Louis Servan-Schreiber.

Organize Yourself, Editors of the Reader's Digest.

How to Get Control of Your Time and Your Life, Alan Lankein.

FUTURE BUILDERS SESSIONS

SESSION EIGHT: The Application and Resume

OBJECTIVE(S): By the conclusion of this session the student will have reviewed application rules and will have begun to develop a resume.

DESCRIPTION: The teacher will review the rules for completing job applications and will introduce the resume-rules and formats. Students will develop a draft resume.

MATERIALS REQUIRED: Application forms, resume worksheets, pencils, paper, and typical interview questions.

INSTRUCTIONS:

1. Welcome students back.
2. Ask students to list rules for completing applications and discuss why applications are important.
3. Introduce the resume.
4. Ask students to list the types of information to be used on resumes.
5. Discuss rules for resume writing.
6. Distribute resume worksheets.
7. Ask students to begin a draft resume.
8. Answer questions as necessary.
9. Conclude the session by giving the homework assignment and typical interview questions.

HOMEWORK ASSIGNMENT: Complete your resume draft and bring it to class with you. Come to class dressed for a college or job interview and be prepared to answer "typical" interview questions.

REFERENCES:

How to Write a Winning Resume, Deborah Perlmutter Block.

The Perfect Resume, Tom Jackson.

Preparing Yourself for Job Hunting In Maine, Maine Department of Labor, Division of Economic Analysis and Research.

How to Get and Get Ahead on Your First Job, Deborah Perlmutter Block.

FUTURE BUILDERS

Resume Format

HEADING:	Name Address Telephone #-Home Telephone #-Message
OBJECTIVE:	The Job You Want
SKILLS:	Your Strongest Skills
ACHIEVEMENTS:	Special Achievements & Recognitions You Have Received
ABILITIES:	Personal Strengths and Skills
EDUCATION:	Most Recent First (include special training and high school work)
WORK EXPERIENCES:	Most Recent First Name of Company, Job Title, City, State, Zip Code
REFERENCES:	Available Upon Request

FUTURE BUILDERS SESSIONS

SESSION NINE: The Interview

OBJECTIVE(S): By the conclusion of this session the student will demonstrate acceptable interview behavior.

DESCRIPTION: The teacher will discuss effective interview behavior. Two or more adult volunteers will interview students for college entrance and for employment. Interview critiques will conclude this session.

MATERIALS REQUIRED: Student resumes, application forms, classroom set up for interviewing.

INSTRUCTIONS:

1. Welcome students back.
2. Discuss interview dress, manners, and the stages of the interview. (See stages of the interview worksheet).
3. Break into two groups or more for interview practice. One group for college or post-secondary interviews and one group for employment interviews.
4. Make sure that each student has the opportunity to interview.
5. Ask adult volunteers to critique the interviews -- what they liked and what needs improvement.
6. Summarize the session and assign homework.

HOMEWORK ASSIGNMENT: Remember session ten is our last session. We will be saying good-bye to each other. Think of some messages of support you can give each other to help make a successful transition into the world beyond high school.

REFERENCES:

Preparing Yourself for Job Hunting in Maine. Maine Department of Labor, Division of Economic Analysis and Research.

How to Get and Get Ahead on Your First Job. Deborah Perlmutter Block.

Job Hunter's Guide to Maine. Maine Department of Labor. Bureau of Employment Security.

FUTURE BUILDERS

Stages of the Interview

Beginning:

* Look the interviewer in the eye.
* Offer handshake.
* Greet the interviewer by name.
* Introduce yourself.
* State the reason for the interview.
* Wait to be asked to be seated.

Middle

* Face the interviewer.
* Maintain good posture.
* Answer questions throughly.
* Show "liking".
* Show enthusiasm.
* Be flexible.

End

* Ask company and job related questions.
* Say thank you.
* Ask when they will make a decision.
* Suggest a time to call back.
* Make a final positive statement.
* Offer a handshake.

FUTURE BUILDERS SESSIONS

SESSION TEN: Problem Solving and Saying "Goodbye"

OBJECTIVE(S): By the conclusion of this session, the student will have practiced effective problem behaviors and will have begun his/her transition by saying "good bye".

DESCRIPTION: The teacher will review assertive behavior and introduce win-win conflict resolution. Students will have the opportunity to practice and to say goodbye.

MATERIALS REQUIRED: 3 X 5 cards, envelopes, conflict resolution rules and role plays, pencils and paper.

INSTRUCTIONS:

1. Welcome students back.
2. Review assertive behavior techniques.
3. Present a model for win-win conflict resolution.
4. Divide the group into groups of three for skill practice. Two will role play the conflict and one member will observe to offer feedback at the conclusion of the role play. All will play each role.
5. Lead a large group discussion of the activity and summarize conclusions.
6. Post envelopes with the student's names written on them on the bulletin board.
7. Ask students to write good-bye notes to each other. These notes should identify a strength that the student has and should include a wish for the future. Notes do not have to be signed.
8. Allow group members to post and read their mail.
9. Lead a large group discussion on saying good-bye and allow members to share their feelings.
10. Conclude session.

HOMEWORK ASSIGNMENT: None.

REFERENCES: None.

FUTURE BUILDERS

Rules for Win-Win Negotiations

1. Use "I" statements.

   I feel.....I think.....

2. Listen to the other person and try to restate his/her position.

3. Look for a common ground.

4. Find a solution in which each gives up a little and both benefit.

5. On points of major conflict "agree to disagree" and start to find common agreement elsewhere.

FUTURE BUILDERS WORKSHEET

Conflict Resolution Role Plays

1. You tell your best friend that you want to run for class president. Your friend thinks that sounds "great"! She runs for president herself and wins! How do you get your friendship going again?

2. Your girlfriend/boyfriend has been dating others. You agreed in principle that this is okay but now you feel betrayed and angry. How do you settle this one?

3. You want to join the service when you graduate from high school but your parents are lobbying for college. Is there a way to resolve this?

4. You want to go to a VTI after high school but your parents think that it is a waste of money when you can easily get a job in the local mill. What do you do?

5. Create your own.

FUTURE BUILDERS FORM

EVALUATION

Quite Dissatisfied	Somewhat Dissatisfied	Somewhat Pleased	Very Pleased

1. How do you feel about the seminar? (Please check scale)

   Please explain your rating

2. When I think about my life after high school, I

3. The most helpful things the teacher did were:

4. The least helpful things the teacher did or did not do were:

5. What suggestions do you have for improving future sessions?

FUTURE BUILDERS

A Guide for Parents, Guardians, and Other Interested People

FUTURE BUILDERS

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FUTURE BUILDERS

Dear Parent/Guardian,

We are pleased to introduce you to the Future Builders Curriculum. Your son or daughter will be participating in this program through his/her senior year. The program is designed to help her/him prepare for the world after high school whether he/she plans full time employment or further education. We encourage your participation and support. You are the most important influence on your son or daughter's future. Please let us know how we can best serve you and your family.

Sincerely,

School Official

FUTURE BUILDERS CURRICULUM GUIDE

OVERVIEW

GRADE	COMPONENT	CONTENT	HOW DELIVERED	DURATION	AUDIENCE
Ninth Grade	Orientation	Program Goals and Expectations Future Scenarios Self Assessment Life Work Goals Parent Orientation	Project Coordinator Ninth Grade Teacher(s)	One Lesson per Week for Three Weeks	Freshman Parents/ Guardians
Tenth Grade	Future Builders Seminar	Needs Assessment Self Awareness Effective Communication Assertiveness Group Communication Bias and Stereotyping Decision Making Career Exploration & Entry Level Requirements P.S Ed. & Training Career Biography	Project Tenth Grade Teacher(s) Guidance Counselor	One Lesson per Week for Ten Weeks	Sophomores
Eleventh Grade	Passport to ME. Futures	Visit Maine Post Secondary Schools Visit Maine Business and Industry Site Reports Job Shadowing Gathering Info.	Project Coordinator Guidance Counselor Parents/Guardians Students Local Employers	One Visit to a Maine Post-Secondary Insitution and Business/industry Job Shawdowing	Juniors Parents/ Guardians
Twelfth Grade	Transitions Seminars	Needs Assessment Basic Budgeting Banking Services Wellness Rights & Responsibility of Citizenship Legal Issues Community Resources Time Management Resume Writing Interviewing Problem Solving Conflict resolution Saying Good-bye	Project Coordinator Guidance Counselor Twelfth Grade Teacher(s)	One Lesson per Week for Ten Weeks during the Fall Semester	Seniors
	Parent Guide	Curriculum Overview and Homework Guide Suggestions for Parent/School Involvement	Distributed to Parents/Guardians at Ninth Grade Orientation Session	Parallels the F.B. Curriculum and Directs Involvement	Parents/ Guardians

FUTURE BUILDERS

Suggestions for Involvement

FUTURE BUILDERS

Suggestions for Parent/Guardian Involvement

Sponsor your son or daughter's career and post-secondary exploration.

Assist your son or daughter in making arrangements for job shadowing.

Volunteer to tutor in the high school.

Share your career decision making process and development with your son or Y daughter.

Explore ways to finance post-secondary education.

Help your son or daughter to volunteer or work during the summer to develop his/her employability skills.

Discuss the importance of healthy living.

Review homework assignments with your son or daughter.

Assist the guidance counselor to arrange for a career of the month program. Volunteer to represent your field.

Read about future trends and projections and share this information with your child.

Encourage your child to imagine and to dream.

Support success and help your child learn from failures.

Build your child's self esteem by creating opportunities for him/her to succeed.

FUTURE BUILDERS

Orientation
Overview

Ninth Grade

The Ninth grade orientation consists of three sessions. The purpose of the orientation is to allow students to think about their interests, skills and abilities, and to learn a about future trends.

FUTURE BUILDERS

Ninth Grade Orientation Goals

By the conclusion of the Ninth Grade Orientation, students will:

discuss a career fantasy

list at least three careers of interest

list three strengths or abilities

list three important work values

discuss tentative plans beyond high school

list high school courses necessary for post secondary admission

list course or other requirements necessary for job entry

discuss major future trends

FUTURE BUILDERS

Ninth Grade Orientation

Homework Assignments

FUTURE BUILDERS

Orientation

Homework Assignments

SESSION ONE

HOMEWORK ASSIGNMENT: Create a fantasy day for yourself in the year 2025. Include your personal lifestyle as well as your work life. Will you be married? Have children? Be living in Maine? Be prepared to share your fantasy in class.

SESSION TWO

HOMEWORK ASSIGNMENT: None.

SESSION THREE

HOMEWORK ASSIGNMENT: None.

FUTURE BUILDERS

Ninth Grade Orientation

References

FUTURE BUILDERS

Orientation

References

SESSION ONE

REFERENCES:

Emerging Careers: New Occupations for the Year 2000 and Beyond, S. Norman Feingold and Norma Reno Miller.

Futuristic Exercises: A Workbook on Emerging Lifestyles and Careers in the 21st Century and Beyond, S. Norman Feingold.

The Maine Labor Force to the Year 2000 and Related Human Resource Issues, Maine Department of Labor.

The Occupational Outlook Handbook and Quarterlies, U.S. Department of Labor.

SESSION TWO

REFERENCES

Emerging Careers: New Occupations for the Year 2000 and Beyond, S. Norman Feingold and Norma Reno Miller.

In the Age of the Smart Machine: The Future of Work and Power, Shoshana Zuboff.

Megatrends: Ten New Directions Transforming Our Lives, John Naisbitt.

Inventing the Future: Advances in Imagery That Can Change Your Life, Marilee Zdenek.

Work in the 21st Century, Isaac Asimov and others.

SESSION THREE

REFERENCES:

Inventing the Future: Advances in Imagery That Can Change Your Life, Marilee Zdenek.

In the Age of the Smart Machine: The Future of Work and Power, Shoshana Zuboff.

FUTURE BUILDERS

Building Your Future, Tenth Grade Seminar

Overview

Building Your Future, the tenth grade seminar, consists of ten sessions. The goal of the seminar is to provide students with more information about themselves and the world beyond high school. Sessions will explore effective communication, adult development, and careers.

FUTURE BUILDERS

Building Your Future Seminar Goals

By the conclusion of the Building Your Future seminar, students will:

- Review and add to their self-assessment
- Use the elements of effective communication
- Discuss the stages of adult development and relate them to their life plans.
- Discuss the impact of bias and stereotyping on the decision making process.
- Research a career in depth.
- Research a Maine post-secondary institution in depth.
- Interview a person working in their field of interest.
- Review high school course work and compare with entry level job or post-secondary admission requirements.

FUTURE BUILDERS

BUILDING YOUR FUTURE SEMINAR

Homework Assignments

FUTURE BUILDERS

Building Your Future Seminar

Homework Assignments

SESSION ONE

HOMEWORK ASSIGNMENT: If you did not complete your assessment and Pride Report in class, complete them and bring to the next class session.

SESSION TWO

HOMEWORK ASSIGNMENT: With a close friend, discuss your feelings about a recent event. If you feel comfortable, discuss your feelings about your relationship with your friend. Come to class prepared to discuss your experience.

SESSION THREE

HOMEWORK ASSIGNMENT: Take the opportunity to be assertive in a situtation that arises in the next week. How did your behavior work?

SESSION FOUR

HOMEWORK ASSIGNMENT: None.

SESSION FIVE

HOMEWORK ASSIGNMENT: Interview an adult you know about his or her career development. How has his/her focus shifted between family, work, education, community, leisure? How does this information compare with the theory you studied? Has he or she changed careers? Why or why not?

SESSION SIX

HOMEWORK ASSIGNMENT: Take a hard look at your future plans. Are you being encouraged to look at certain options because of your sex, racial, or ethnic background? If you answered "yes", what can you do to reevaluate your goals?

SESSION SEVEN

HOMEWORK ASSIGNMENT: None.

SESSION EIGHT

HOMEWORK ASSIGNMENT: During the next week, interview a person who works in your field of interest. Be prepared to report on your interview during session ten.

SESSION NINE

HOMEWORK ASSIGNMENT: None.

SESSION TEN

HOMEWORK ASSIGNMENT: None

FUTURE BUILDERS

BUILDING YOUR FUTURE SEMINAR

References

FUTURE BUILDERS

Building Your Future Seminar

References

SESSION ONE

REFERENCES:

Choices, Challenges, Mindy Bingham, Judy Edmundson, and Sandy Stryker.

The Changer and the Changed: A Working Guide to Personal Change, Carol Bershad and Nancy DiMella.

Small Group Communication: A Reader, Robert S. Cathcart and Larry A. Samovar.

Decisions and Outcomes, H.B. Gelatt.

SESSION TWO

REFERENCES

Fighting Invisible Tigers: A Stress Management Guide for Teens, Earl Hipp.

Why Am I Afraid to Tell You Who I Am? John Powell.

Wellness Workbook, Regina S. Ryan and John Travis.

Caring and Sharing: Becoming a Peer Facilitator, Robert D. Myrick and Tom Erney.

Individuality and Encounter, Clark Moustakes

The Critical Incident in Growth Groups: Theory and Technique, Arthur M. Cohen and R. Douglas Smith.

SESSION THREE

REFERENCES:

Fighting Invisible Tigers: A Stress Management Guide for Teens, Earl Hipp.

Your Perfect Right, Robert E. Alberti and Michael L. Emmons.

When I Say No I Feel Guilty, Manual J. Smith.

SESSION FOUR

REFERENCES:

Handbook of Structured Experiences for Human Relations Training, William J. Pfeiffer and John E. Jones.

Taking Your Meetings out of the Doldrums, Eva Schindler-Rainman, Ronald Lippitt and Jack Cole.

Group Processes: An Introduction to Group Dynamics, Joseph Luft.

Why Am I Afraid to Tell You Who I Am? John Powell.

Small Group Communication: A Reader, Robert S. Cathcart and Larry A. Samovar.

SESSION FIVE

REFERENCES:

The Three Boxes of Life, and How to Get Out of Them, Richard N. Bolles.

Adult Career Development: Concepts, Issues and Practices, Zandy B. Leibowitz and H. Daniel Lea.

SESSION SIX

REFERENCES:

Women In Non-Traditional Jobs Curriculum Guide, Women's

Decisions and Outcomes, H.B. Gelatt.

Programs to Combat Stereotyping in Career Choice, Institutes for Research.

Activities to Combat Stereotyping in Career Choice, Institutes for Research.

Guide to Nonexist Teaching Activities (K-12), Northwest Regional Educational Laboratory Center for Sex Equity.

SESSION SEVEN

REFERENCES:

Decisions and Outcomes, H.B. Gelatt.

A Counselor's Guide to Career Assessment Instruments, (Second Edition), Jerome T. Kapes and Marjorie Moran-Mastic.

Life Skills, Me, and Jobs, Dennis and Almut Hooker.

SESSION EIGHT

REFERENCES:

The Occupational Outlook Handbook, U.S. Department of Labor

The Guide for Occupational Exploration, U.S. Department of Labor

The Worker Trait Group Guide, Appalachia Educational Laboratory, Inc.

The Maine Job Box, Maine Occupational Information Coordinating Committee.

Joyce Lain Kennedy's Career Book, Joyce Lain Kennedy.

Preparing Yourself for Job Hunting in Maine, Maine Department of Labor, Division of Economic Analysis and Research

It's Your Future; Catalyst's Career Guide for High School Girls, Catalyst Staff.

Career Information Delivery Stystem Software

CHOICES
DISCOVER
Guidance Information System (GIS) - Houghton - Mifflin Company

SESSION NINE

REFERENCES:

College Catalogs

Post-Secondary Educational Opportunities in Maine, UMA and Department of Educational and Cultural Services.

Peterson's Guides

A Young Person's Guide to Military Service, Jeff Bradley.

Career Information Delivery Stystem Software

CHOICES
DISCOVER
Guidance Information System (GIS) - Houghton - Mifflin Company

SESSION TEN

REFERENCES:

None

FUTURE BUILDERS

A Passport to My Future

An Experiential Program

The Passport program offers students the opportunity to visit Maine businesses, industries, and post-secondary institutions. To be eligible for the program, students must have completed the tenth grade seminar, participated in the program orientation, and identified a program sponsor who will provide transportation and other support for the student during the site visits. The goal of this segment of the program is to offer the student the opportunity to visit businesses, industries, and educational institutions that he or she might never see because of the rural nature of the state, and to enable him or her to develop an evaluation process to use when exploring future opportunities. Program components will include a student and sponsor orientation session, the actual site visits, reports, and follow-up meetings.

FUTURE BUILDERS

The Role Of The Sponsor

Each student participating in the Passport to My Future program will be asked to identify a sponsor. The sponsor may be a parent or other responsible adult acceptable both to the parent and the student. The sponsor will:

work with the student to make arrangements for site visits

provide transportation to and from site visits

help the student evaluate site visits

work with the student to make arrangements for job shadowing

work with the project coordinator to coordinate efforts and to provide feedback about the student and the program.

The sponsor can be a mentor for the student. Ideally the student will find a sponsor who works in his/her field or interest. Sponsors have a great deal of responsibility and should be selected carefully and with parental permission.

FUTURE BUILDERS

A Passport to My Futures Goals

By the conclusion of the Passport to My Future program, the student will:

- make arrangements, visit and report on at least one Maine business/industry of interest.

- make arrangements, visit and report on at least one Maine post-secondary institution of interest.

- make arrangements to job shadow and report on at least one career of interest.

- write to a Maine post-secondary institution for information and application materials.

FUTURE BUILDERS

A PASSPORT TO MY FUTURE

Report Forms

FUTURE BUILDERS

Passport to My Future

Site Visit and Job Shadowing Process

Discuss the potential visit or shadowing experience with your sponsor and with the project coordinator.

Submit a site visit or job shadow request form.

Make necessary arrangements.

Confirm arrangements with your sponsor and project coordinator.

Go on visit as scheduled.

Report on visit/shadowing experience within five (5) working days after your visit.

Keep a record of your visits and job shadowing experiences in your passport.

FUTURE BUILDERS FORM

SITE VISIT REQUEST FORM

As part of the Future Builders, A Passport to My Future,

my sponsor, _____

and I, _____ wish to

visit _____

Address _____

on _____ at _____ .
date *time*

Parental approval: _____

Date: _____

Project Coordinator approval: _____

Date: _____

Date of actual visit: _____

FUTURE BUILDERS FORM

SITE VISIT REPORT

Name: _____ Date: _____

Site Name: _____

Address: _____

_____

_____

Telephone: _____

Contact Person: _____

Date of visit: _____

Why did you choose to visit this site?

What was your first impression of the site?

Describe the work or educational environment? (large office? noisy? outdoors?)

What did you like about the site?

What surprised you about the site?

If a report on a post-secondary site visit, did you attend a class session?

If yes, what did you think of the class?

Would you like to work or go to school in this environment? Why or why not?

FUTURE BUILDERS FORM

JOB SHADOWING REQUEST FORM

As part of the Future Builders, A Passport to ME. Futures,

I wish to job shadow

NAME: _____

TITLE: _____

ADDRESS: _____

TELEPHONE: _____

On _____ *date(s)* from _____ *time* to _____ *time*

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FUTURE BUILDERS FORM

JOB SHADOWING REPORT

Name: _____ Date: _____

Site name: _____

Address: _____

Telephone: _____

Date of Shadowing: _____

Person Shadowed: _____

Occupation: _____

Why did you choose to job shadow this occupation?

Describe the work environment.

What does a person in this occupation do during the day?

What job activities do you like?

What job activities do you dislike?

What is the entry salary for this occupation?

What type of training beyond high school is required for this job?

How does the person you are job shadowing feel his/her job may change in the future?

What else do you want to learn about the job now that you have seen the day to day work?

Are you still interested in the job?

If yes, what do you have to do to prepare yourself?

FUTURE BUILDERS

Transitions Seminar

Overview

The Transitions Seminar is designed to offer high school seniors the life skills necessary to succeed in the world beyond high school whether it be on the job or in a post-secondary classroom. This seminar addresses the question, "what do young people need to know in order to live productive, independent lives?" The goals of the seminar are to provide students with the information and life skills they need for the transition into the world beyond high school.

FUTURE BUILDERS

Transitions Seminar Goals

By the conclusion of the Transitions Seminar students will:

- review and add to their self-assessment
- research and create a budget
- demonstrate how to apply for and use banking services
- identify the rights and responsibilities of citizenship and typical legal issues faced by young adults
- identify essential community resources
- evaluate health habits and create an action plan
- use time management techniques
- successfully complete an application form and write a resume
- demonstrate effective interviewing techniques
- use conflict resolution skills to solve problems
- say "good-bye" and make the transition to post-secondary schooling or to full time employment.

FUTURE BUILDERS

Transitions Seminar

Homework Assignments

FUTURE BUILDERS

Transitions Seminar

Homework Assignments

SESSION ONE

HOMEWORK ASSIGNMENT: Based upon your stated plans for next year, how much will it cost you per month to live? Consider typical rent, heat, electricity, food, & transportation costs as well as clothing and entertainment. Bring your figures to class. Those planning to attend post-secondary schools should research the cost for tuition, room and board, books etc.

SESSION TWO

HOMEWORK ASSIGNMENT: Show the budget worksheet that you prepared in class to your parents and ask for comments. Compare your budget with actual food and clothing prices. Is it accurate?

SESSION THREE

HOMEWORK ASSIGNMENT: When you shop for banking services, what will you look for and why?

SESSION FOUR

HOMEWORK ASSIGNMENT: Choose to research one of the following:
Find out how and where you register to vote. How do you apply for an absentee ballot? Change your political party affiliation? What are the advantages/disadvantages of affiliating with a political party?

or

Find out where you can pick up income tax forms. How much money may you earn before you have to file a tax return?

or

Find out about your rights as a consumer. What are some of them? Who in government is looking out for you?

SESSION FIVE

HOMEWORK ASSIGNMENT: None.

SESSION SIX

HOMEWORK ASSIGNMENT: None.

SESSION SEVEN

HOMEWORK ASSIGNMENT: Review the rules for completing application forms. Come to class prepared to discuss these rules.

SESSION EIGHT

HOMEWORK ASSIGNMENT: Complete your resume draft and bring it to class with you. Come dressed for a college or job interview and be prepared to answer "typical" interview questions.

SESSION NINE

HOMEWORK ASSIGNMENT: Remember session ten is our last session. We will be saying good-bye to each other. Think of some messages of support you can give each other to help make a successful transition into the world beyond high school.

SESSION TEN

HOMEWORK ASSIGNMENT: None.

FUTURE BUILDERS
Transitions Seminar

References

FUTURE BUILDERS

Transitions Seminar References

References

SESSION ONE

REFERENCES: The Teenage Survival Book, Sol Gordon.

Choices, Challenges, Mindy Bingham, Judy Edmonson, and Sandy Stryker.

SESSION TWO

REFERENCES: Choices, Challenges, Mindy Bingham, Judy Edmondson, and Sandy Stryker.

SESSION THREE

REFERENCES: None

SESSION FOUR

REFERENCES: None

SESSION FIVE

REFERENCES: Telephone books

Guides to State Services

Local Guides to Community Resource

College Catalogs

SESSION SIX

REFERENCES: Fighting Invisible Tigers: A Stress Management Guide for Teens, Earl Hipp.

The Low-Cost-No-Fuss All Natural Food Guide for Students (and Other Desperate People), Scott Knickelbine.

The Relaxation and Stress Reduction Workbook, Martha Davis, Matthew McKay, and Elizabeth Robbins Eshelman.

Stress Breakers, Helene Lerner.

The Teenage Survival Book, Sol Gordon.

Jane Brody's New York Times Guide to Personal Health, Jane Brody.

SESSION SEVEN

REFERENCES:

The Art of Time, Jean Louis Servan-Schreiber.

Organize Yourself, Editors of the Reader's Digest.

How to Get Control of Your Time and Your Life, Alan Lankein.

SESSION EIGHT

REFERENCES:

How to Write a Winning Resume, Deborah Perlmutter Block.

The Perfect Resume, Tom Jackson.

Preparing Yourself for Job Hunting In Maine, Maine Department of Labor, Division of Economic Analysis and Research.

How to Get and Get Ahead on Your First Job, Deborah Perlmutter Block.

SESSION NINE

REFERENCES:

Preparing Yourself for Job Hunting in Maine, Maine Department of Labor, Division of Economic Analysis and Research.

How to Get and Get Ahead on Your First Job, Deborah Perlmutter Block.

Job Hunter's Guide to Maine, Maine Department of Labor. Bureau of Employment Security.

SESSION TEN

REFERENCES: None.